

MASS. ED 32.1/4: 983-84

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THE COMMONWEALTH OF MASSACHUSETTS  
DIVISION OF CURRICULUM AND INSTRUCTION

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STUDENT SERVICE CENTER

ANNUAL REPORT

//

1983-1984

**GOVERNMENT DOCUMENTS  
COLLECTION  
NOV 12 1985  
University of Massachusetts  
Depository Copy**

BUREAU OF STUDENT, COMMUNITY AND ADULT SERVICES

AUGUST 28, 1984

6351



## I. INTRODUCTION

The Student Service Centers are student staffed information and assistance centers serving students, parents, teachers, administrators and other members of the educational community. Center staff members advise citizens regarding educational law; research school and social issues; provide technical assistance to student governments; and present workshops to various organizations, attempting to meet the groups' individual needs.

The Student Service Centers began in 1971 with volunteers staffing a resource desk in the Department of Education's Boston Office. There are centers in the Southeast, Northeast, Central Massachusetts, Western Massachusetts and Greater Boston Regional education centers as well as a downtown Boston office located in space donated by Massachusetts Office for Children. We plan to open a center in the Northwest Regional education center this year. Each center is staffed by two or three high school students who work ten hours per week during the school year and twenty during their summer vacation. Student Services Unit and other professional staff in the regions, train, work with and supervise center staff.

This year was a highly productive one for the centers. Two centers reopened; one in Boston and one in Springfield. The number of workshops presented was impressive, as was the diversity of the groups reached. The Student Service Centers have strengthened their relationships with the Department of Education and the Student Advisory Council to the Board of Education by participating in joint activities. The Boston Student Service Center has established a relationship with the Boston Public School's Student Advisory Council and is attempting to build a network of student organizations in the Greater Boston area. Finally, the organization and presentation of conferences were important parts of several centers' activities.

## II. FY '84 ACTIVITIES

### A. Requests/Complaints

A total of six hundred requests for information and complaints were logged by the six Student Service centers. It is encouraging to note that the Western Massachusetts Student Service Center received seventy requests in its first year of operation (See appendix A for requests received).

### B. Information Files

As one of the primary responsibilities of each center is to answer requests regarding educational issues, the centers must maintain accurate files. Because such files must constantly be updated, it was decided last year to reorganize the filing system as follows:





1. The "topic" file consists of information on approximately five hundred subjects including financial aid, summer schools, alcoholism and vocational education. It is housed in the Greater Boston Student Service Center.
2. Each center has a law file which includes information on over one hundred and fifty topics related to educational law. The Boston center chose to expand its file so that it now includes information on the legislative process as well.
3. The Western Massachusetts Student Service Center has developed a computerized file on colleges and financial aid. The Central Massachusetts and Northeast Student Service Centers also have prepared college files.
4. Each center also has a workshop file which includes workshop outlines and materials. This year the Central Massachusetts Student Service Center created sixteen workshops for the Student Advisory Councils. There were eight developed to improve students' understanding of laws which affect them, and eight designed to improve their personal skills. These workshops were presented to the regional advisory councils throughout the year, and were added to each center's files. These workshops provided a common background of information and skills for all the council members and ensured that useful skills would be learned. The development of the packets in one center reduced preparation time for all centers, freeing staff for other tasks.
5. The Boston Student Service Center has established a Boston file which contains pertinent information on the City of Boston, Boston's schools and the Boston Student Advisory Council. This file is especially helpful to staff when dealing with requests for information.
6. As in the past years, all the centers updated their school handbook files. These files are kept in addition to the official files in Quincy and are used to help staff when dealing with questions regarding school policies.

#### C. WORKSHOPS

This year the Student Service Centers excelled in workshop presentation. The number of workshops increased from thirty-four during 1983 to one hundred and thirty-six during 1984. Much of the increase is due to the strong relationships developed between several centers and their regional councils. Also, the Boston center presented a total of forty-nine workshops. While many of the workshops conducted this year were for



regional council and high school classes, the centers also presented workshops to teachers, administrators, college students, the Massachusetts Association for Law Related Education and the Massachusetts Association of Student Councils. (For the workshops presented in each region, please turn to Appendix B.)

#### D. Student Advisory Council Support

The Student Service Centers supported the activities of the Student Advisory Council in various ways.

1. Beyond the sixteen workshops developed by the Central Massachusetts Student Service Center mentioned earlier, this center's staff also worked with the Central Massachusetts regional council officers to plan agendas, complete mailings and act as a resource for any questions the delegates might have. They also planned and presented a one day training seminar for the regional council members.
2. When the Northeast Regional Student Advisory Council was forced to operate without an advisor, the Northeast Student Service Center filled the void. Center staff not only presented workshops each month as they had before, but also planned agendas, completed mailings, helped conduct debates and helped the chairpeople conduct the meetings effectively.
3. In the Western Massachusetts Region, student service center staff handled mailings and agenda and presented two monthly workshops at each meeting. Nearly all of the meetings were attended by both staff people. Council members relied on the staff a great deal.
4. The Greater Boston and Boston Student Service Centers worked jointly to aid the Greater Boston Student Advisory Council. The Greater Boston center staff handled mailings, and agendas while Boston center staff assisted task forces, helped plan a council-sponsored Student Advisory Committee to the School Committee Conference, arranged for guest speakers and conducted debates. Both centers shared the responsibility of presenting workshops each month. In June the two centers began planning sessions for their regional councils, scheduled to occur in September.

#### E. Support to Other Student Organizations

The Student Service staff members offered their assistance related to various student-organizations.

1. Student Advisory Committee to the School Committee. The student Service Center staff offered their assistance related to various student-organizations.





a. This year the Boston Student Service Center worked with the Student Advisory Council to plan a conference for Student Advisory Committee to School Committee members. The purposes of this conference were to orient the students to their new roles and to provide them with the skills necessary to perform their responsibilities effectively. Because of cancellations due to poor weather the conference was not held until March. The day of the conference was stormy also, but over one hundred and twenty students attended. Student evaluations of the conference were highly favorable.

b. Since April, lists of students who are members of the Student Advisory Committee to the School Committee have been received at the Quincy office. Copies are being sent to the Student Service Centers where directories are being compiled. These directories will be valuable resources for local groups since they will enable students to contact other committees to discuss common problems, seek advice and work collectively on important issues.

## 2. Support for Student Journalists

a. The Central Massachusetts Student Service Center began a Student Newspaper Network, a service which sent articles of educational interest to student newspapers. Unfortunately, the project was discontinued because of a lack of enthusiasm on the part of the high school editors.

b. In November the Southeast Student Service Center organized a Journalism Conference for high school journalists. Held at the regional education center, the conference featured Bob Lobel as the keynote speaker. Over one hundred and fifty people attended the conference and the luncheon.

## 3. Boston Student Advisory Council

The Boston Student Service Center began establishing its relationship with the Boston Student Advisory Council last August when they planned and conducted a three day training conference for the group. Throughout the year, each meeting of the organization was attended by a staff member and workshops were presented regularly. Plans for another training conference began in June and the conference is scheduled for late August. Also, the Student Service Center and the Boston Student Advisory Council have discussed the possibility of co-sponsoring a training conference for student leaders throughout the city.



## F. Conference Planning

Conferences are an important center activity enabling the staff to educate large numbers of students at once. Also, these large gatherings are good forums for publicizing the centers. This year, staff from five centers participated in conference planning and delivery.

1. Staff from the Western Massachusetts Student Service Center helped plan the goals and workshops for the state Student Advisory Council in May. The staff also participated in the conference which was held at the 4H Center in Ashland.

2. The Boston Student Service Center planned a three day training conference for the Boston Student Advisory Council. Held in August at the New England Aquarium, this conference examined issues such as leadership, communication, goal setting and budget analysis skills. Plans for a second conference have begun.

3. As was mentioned earlier, the Boston center also helped plan a conference for Student Advisory Committees to School Committees.

4. In June, the Boston and Greater Boston Student Service Centers began planning a training conference for the Greater Boston Regional Student Advisory Council. Planning will continue throughout the summer and the conference will be held in September.

5. The Central Massachusetts Student Service Center again held a one day leadership conference for the Student Advisory Council. Based on the five day training conference held annually at Simon's Rock Early College, the conference was called Simon's Pebble. The center staff offered workshops stressing council duties and the personal skills needed to work effectively in this important decision-making role.

6. As mentioned earlier, the Southeast Student Service Center staff sponsored a journalism conference for over one hundred and fifty students and their advisors last November.

## G. Staff Development

Because hiring is an annual process in the Student Service Centers, staff development remained an important part of the Student Service Center activities.

### 1. Training

All staff participate in intensive training when they were first hired. This year a statewide training occurred in June sponsored by the staff of the Department's central office. Unfortunately, because of a lack of applicants, many centers could not meet the





hiring deadline. As a result, not all of the current staff participated in this orientation.

In those centers where the deadline was not met, training occurred in the center and was handled both by the center's advisor and exiting staff members.

The training of new staff include providing information about various laws which the centers deal with developing personal skills needed to work effectively such as peer counseling, strengthening communications and writing workshops. Training was accomplished over a twenty hour period and included case studies and sample workshops where the students tested out their new skills.

## 2. Evaluations

In each center, students periodically set goals, however, the schedule for doing so varied from one center to the next. In some centers, goals were set monthly and were evaluated each month, in others, it occurred less frequently. Students met with their advisors at the end of the goal setting period and discussed their accomplishments. They then evaluated themselves more formally using a new evaluation form which they submitted to Department's central office supervisors. More extensive evaluations occurred semi-annually, as coordinators evaluated themselves, the other staff and the performance of the center as a whole. Also, individual staff members evaluated themselves. Professional staff found these evaluations useful in working with the students.

## 3. Staff Meetings

Meetings occurred bi-weekly in each center and monthly on the state level. These meetings were used to exchange ideas, plan statewide goals, share information on current issues, and work together on joint projects. Through this sharing, staff training was a continuous project.

## 4. Organizational Manual

Last summer, at their state meetings, the students completed an organizational manual for the centers developed by the Department's central office staff. This manual included all information pertinent to working in a Student Service Center and was an important part of staff training.



## 5. Accountability

All student staff were held accountable first by their coordinator, then by their advisor and finally to the central office supervisors. Progress is monitored by daily log sheets. The activities of the center as a whole were then reported in a monthly report which is sent to each Student Service Center and to appropriate professional staff. These logs and reports were useful in evaluating progress of the individual and the center.

### H. Publicity

Publicity was a responsibility of each center, and staff used all resources at their disposal to solicit requests. Most centers had one staff person assigned to publicizing the resources offered by the center

#### 1. Mailings

Mailings were the most heavily relied on form of publicity. This year each center mailed several introductory letters to members of educational communities including principals, guidance counselors, social studies department heads, librarians, and student government officers and advisors. These groups were targetted twice per year at the high school and middle school level.

#### 2. Radio

Most centers sent public service announcements to local radio stations. These were aired on numerous stations and calls received by the centers resulted.

a. Staff from the Boston Student Service Center appeared on two radio shows in December; on WUMB (the U Mass/Boston radio station) and WAAF (Worcester). These shows were listened to widely, and staff answered numerous questions from listeners.

b. Staff from the Central Massachusetts Student Service Center were guests on "Speakout" in February, a radio show on WSRS in Worcester. They were able to reach a large number of people and were well received.

c. Students from the Greater Boston and Central Massachusetts Student Service Centers appeared on WTTI radio in Natick where they discussed issues of interest to high school students.





### 3. Television

The use of television by Student Service Center staff members was improved this year.

a. Staff from the Boston Student Service Center appeared on "People Are Talking" on Channel 4 in December. The show focused on the quality of education, and the staff offered a students points of view on the topic.

b. The Boston Student Service Center also taped two one-minute publicity announcements which were aired in May on Channel 2. One of the tapes also aired on Channel 44 the same month.

### 4. Newspaper

The staff of the Student Service Center continued to utilize newspapers and professional journals as a means to publicize the availability of their services.

a. The Southeast Student Service Center's Journalism conference was the subject of an article in the New Bedford Times. The author of the article and the participants interviewed all had high praise for the conference.

b The workshop presented by Western Massachusetts Student Service Center at the Massachusetts Association for Law Related Education Conference was publicized in the Association's newsletter.

c. Articles describing the Boston Student Service Center appeared in the Student Voice, a Boston Public Schools student publication and the Dorchester Community News.

d. Staff from the Boston Student Service Center collaborated on an article that described the center and its activities. The article was sent to community newspaper editors in and around Boston.

e. The Boston Student Service Center also worked with Philip McKenzie of the Boston Globe on a publicity article on the center. Although an article was prepared, Mr. McKenzie's superiors postponed its publication indefinitely.



## 5. Dissemination

Disseminating Department of Education materials is an important way the centers advertise themselves. Enclosed in each mailing sent by the center was a Student Service Center brochure and a letter of introduction encouraging the reader to call the center for more information. Such mailings usually prompted many calls.

### 1. Participation in Regional Center/Central Office Activities

The staff of the Student Service Centers strove to become more involved in the activities of other Department of Education staff. By doing so, professional staff and student staff learned more about each others work and fostered mutual respect and cooperation. Student Service Centers became very involved in several projects this year and their assistance was very valuable.

#### 1. Chapter 636 Proposal Review

In April of 1984 staff from Boston Student Service Center participated in reviewing Chapter 636 grant proposals. The review team felt that student input was vital when reviewing the Boston student leadership proposal which focused on the Boston Student Advisory Council.

The staff's opinions were especially helpful since the Boston staff had worked with the Boston Student Advisory Council during the year, and were able to contribute first hand knowledge to the discussions.

#### 2. Student Government Day

The Western Massachusetts Student Service Center was very helpful in organizing buses from Springfield to the State House for the participants in the Student Government Day Program. By organizing the bus for the students, the staff made it much easier for students to attend the event, definitely increasing participation from the region.

#### 3. In-School Suspension

Both the Central Massachusetts and Boston Student Service Centers conducted surveys in their region, to find local trends and indicate promising practices in the area of suspension.





#### 4. Drop-Out Prevention

Staff at the Central office focused on dropout prevention programs and alternatives for students who have already dropped out of high school. Staff from the Boston Student Service Center worked on two projects which provide information to potential dropouts.

a. Staff gathered data from community colleges as to their policies regarding admitting dropouts. The findings will be useful to dropouts seeking to continue their education and also to the department, as they reveal promising programs.

b. The Boston Student Service also began revising a Department of Education publication known as Open Cover Before Striking. This publication focuses on in and out of school alternatives for potential dropouts. When the book is updated it will focus mainly on Boston.

#### 5. Multi-Cultural Essay Contest

Students at the Central Massachusetts Student Service Center participated in organizing a multi-cultural essay contest. Along with regional center staff, the students handled administrative details such as mailing, helped review the entries, and assisted at the rewards ceremony, honoring thirty winners.

#### 6. Team Kids

Team Kids was developed by the professional staff at the Central Massachusetts Regional Education Center and involved student advisory council delegates. The aim of the project was to educate middle school students about drugs and alcohol using peer counselors. The final product was a plan of action for high school students wanting to be peer counselors, and outlined steps needed to assume proper training and implementation. Student input was vital to the finished project.

#### 7. Health Education Bank.

Staff from the Boston Student Service Center assisted the professional staff from the Bureau of Student, Community, and Adult Services, in producing the Health Education Bank. The bank contains descriptions of materials, programs, consultants and organizations in the health field and will be a valuable source for health educators.



## J. Special Projects

Last summer it was decided that each Student Service Center would work on a summer project which would benefit the centers as a group. Areas of importance were discussed and prioritized. The areas which were focused on were filing, publicity, dissemination and workshop development. Taking into consideration each centers resources, one of these projects was entrusted to each center except Boston and Western Massachusetts centers. The Boston center had just opened after moving from the central office and it was decided that the staff should concentrate on reorganizing the center and establishing themselves in Boston. Similarly, the Western Massachusetts Center had just opened and the staff needed the time to organize their center. The projects are described below. All were finished on schedule.

### 1. FILES - Greater Boston

One of the main responsibilities of the center is the maintenance of informational files, the largest of which is the topic file. It was decided that the centers could benefit by establishing a central file in Greater Boston. This would alleviate the time consuming task of expanding and updating the files of all centers. There are now approximately five hundred topics listed in Greater Boston's file and requests for materials are generally referred to this center.

### 2. PUBLICITY - Northeast

Since publicity is such a major responsibility in all of the centers, the staff decided that a guide to publicity was in order. The Northeast Student Service Center compiled a manual which described ways to publicize the centers through radio, newspapers, television and dissemination. The manual was useful especially for new staff.

### 3. DISSEMINATION -Southeast

Dissemination remained an important service provided by the centers and one of the chief forms of publicity. Staff from the Southeast Student Service Center compiled a manual outlining what to disseminate, to whom and how (covering bulk mailing procedures).









#### 4. WORKSHOP DEVELOPMENT-Central Massachusetts

As was mentioned earlier the Central Massachusetts Student Service Center selected sixteen topics on laws and personal skills and designed workshops which were sent to all the centers accompanied with all necessary materials for presentation to the Regional Student Advisory Councils.

### III. FUTURE GOALS

#### A. Improve Guidance and Counseling Services

Student Service staff plan to contact guidance directors by distributing information about the services of the Student Service Centers. They will be trained to answer questions from the counselors on Student Records Regulations, Innovative Curriculum Law, and all other laws affecting students. Through personal connections with guidance counselors, the Student Service Center hopes to increase its use as a resource for students and counselors alike.

#### B. Information Sharing

The Student Service Center staff, with the support from the Bureau of Student, Community and Adult Services staff, will continue to consider the need for publications and handbooks. Expansion of the legal files with a special focus on the legislative process is underway.

#### C. Strengthening Student Organizations

The Student Service Centers will expend considerable effort in strengthening student organizations in Massachusetts through workshops and dissemination projects. Regional conferences will be offered for members of Student Advisory Committees to the School Committee.

#### D. Student Councils

Student councils, the traditional student government organization in most schools, are often ineffective vehicles for student involvement on important issues facing schools. Often their focus is on social concerns rather than school governance. The Student Service Centers will offer to student council organizations information and training needed to effectively participate in school decision-making.





E. Regional Student Advisory Councils

Student Service Center staff will help to provide training workshops for the Student Advisory Council members in their region on a variety of student issues. Law of the month and skill building workshops are already prepared. Staff are ready to support the students of the Student Advisory Council this year.

F. School Newspaper Editors and School Student Library Assistants

These two groups are targeted by a Student Service Center for workshops because they feel they are key sources of information for students. The center will present workshops for these students, hoping to enhance their role as conveyors of information to students on student rights and other key educational issues.

V. CONCLUSION

In conclusion, the Student Service Centers have provided extensive information and technical assistance services to student and adult citizens of the Commonwealth. The Student Service Centers have brought the unique and valuable perspective of high school students to the Department of Education's efforts to achieve the Board of Education's goals for FY 84. The Student Service Center model serves several broad educational purposes. This model is certainly replicable and satellite Student Service Centers are in operation in several high schools.

1. Provides a Model of Participatory Education

One of the major recommendations of the 1976 report of the National Panel on High Schools and Adolescent education was the participatory education programs, involving adolescents and interested adults, be initiated. Participatory education means pedagogical programs involving learning by doing what is socially useful, personally satisfying, and health-supporting for the individual and the community. To this end, the panel recommended that adolescents should be involved in government in all appropriate agencies in the community. Their role could be as interns, aides, part-time employees, and volunteers. In addition to the direct benefits to the community of student assistance, participatory education programs provide vital preparation for democratic citizenship.

Besides serving as a model in itself, the Student Service Centers actively promote student involvement with faculty and administration in school governance. The national panel emphasized that schools themselves need to



be "laboratories-for-error in learning the roles of citizens," through allowing students realistic participation in the operation and management of the school. The Student Service Centers strongly encourage such student involvement, and provide information and training for students and school personnel interested in building structures for effective student participation in school decision-making.

## 2. Demonstrates a Peer Assistance Model

The notion of youth helping other youth by offering tutoring, counseling, information and other kinds assistance, is one that has been endorsed by many educators and youth service providers as a creative and effective learning approach. Peer assistance programs are based on the idea that trained youth often will be more effective than adults in reaching other youth with needed services. In addition, peer assistance programs offer unique learning opportunities to the youth providing the services, as well as benefits to others involved (e.g., teachers, counselors, and administrators of schools with peer assistance programs).

The Student Service centers demonstrate an effective peer assistance model, which should answer some of the concerns of those educators who fear that youth are not capable of giving such service, or that such peer assistance programs are impractical.

## 3. Demonstrates Youth as Resources in School and Community

In the face of many problems facing schools and communities today, and their increasingly limited resources for addressing those problems, schools and communities need to utilize all potential materials, financial, and human resources in solving their problems. Students are a largely untapped resource for schools and communities. Students' unique perspectives, ideas, and energies should be sought and utilized by schools and communities in solving educational and other community problems. In arguing for youth involvement in their respective communities, Mary Conway Kohler, Director of the National Commission on Resources for Youth, says: "In every community there is a natural match between the yearnings of the young for significant roles and meaning and the needs of the community." Certainly this idea applies to students and the school community, as well as the broader community. The Student Service centers offer a working model of students as resources for the Department of Education, for the citizens served by the Centers, and for the schools seeking information and assistance.





4. Promotes the Vital Notion of Client Participation in Planning and Implementing Educational Change

The National Panel on High Schools and Adolescent Education strongly endorsed the participation of all members of the school community in achieving needed reform in schools. No plan for improvement, no matter how exciting, is appropriate to every local setting. Goodwill on the part of school administrators is not sufficient guarantee that programs will meet the needs and interests of the school community. Therefore, it is vital that all local community members, including students and other citizens, help shape new programs to fit their needs. The panel states: "Public vigilance is a necessary counter to the ever present tendency for agencies to retreat from their original goals..."

One of the major efforts of the Student Service Centers is to encourage, prepare, and train students to participate actively in governing their own schools. The Student Service Centers help students to use effectively existing vehicles for involvement in school decision-making, and to work with others in their school to create new vehicles if necessary. Such cooperative action among students and school personnel converts the mistrust and suspicion with which these groups often regard each other to mutual respect based on working together for shared goals.

Again, the Student Service Centers provide a model of students working effectively with adults in operating in educational organization and in seeking mutually determined goals.



APPENDIX A

TYPES OF REQUESTS RECEIVED

Advocacy Referral	Records Regulations
Adult Education	Rights of 18-year olds
Alternative Education	Rights of Minors
Attendance Policies	Scholastic Achievement Test Information
Book Selection Services	Secondary Education
Censorship	Secondary Scholastic Achievement Test
Chapter 215	Sex Education
Chapter 460	Smoking Rules
Chapter 67	Speakers - Nuclear Arms Issues
Chapter 622	Special Needs Equipment
Chapter 766	Speed Reading
College Information	Student Advisory Council Information
Continuing Education	Student Advisory Committee to the School
Corporal Punishment	Committee Information
Counseling Referral	Student Assignment Information
Course Selection/Registration	Student Discipline
Curriculum Standards	Student Government Day Information
Discrimination	Study Abroad/Foreign Exchange Programs
Dropout Information	Summer School
Due Process	Suspension Rights
Elementary Education	Tutoring Services
Financial Aid	U.S. Senate Youth Program Information
Gay Rights	Workshop Information/Listings
Gifted and Talented Education	Youth Organizations
Girls State Program Information	
Guidance Counseling	
Health Education	
Health Information	
House Bill 5000 - 5704	
Job-sharing Programs	
Legal Issues	
Massachusetts Schools Listing	
Occupational Education	
Parliamentary Procedure	
Peer Counseling	
Physical Education	
Physical Therapy Publications	





# APPENDIX B

## WORKSHOPS PRESENTED

### 1. Boston Student Service Center - 49 workshops

1st Amendment	4
Attendance Regulations	1
Budget Skills	2
Censorship	1
Communications Skills	1
Decision Making	1
Due Process	2
How to Motivate a Student Council	1
How to run a meeting	1
Identifying Issues	1
Leadership Skills	4
Lobbying Skills	3
New Games	1
Organizing Students	1
Peer Counseling	2
Proposal Development	2
Record Regulations	1
Student Advisory Council to the School Committee Orientation	1
Search & Seizure	1
Sexual Harassment	12
Student Rights	2
Task Completion	1

### 2. Greater Boston Student Service Center - 12 workshops

1st Amendment	1
Chapter 622	1
Chapter 766	1
Communication Skills	1
Leadership	2
Purpose of Student Government	1
Running a Successful Meeting	1
Sexual Harassment	
Suspension and Due Process	1
Time Management	2

### 3. Central Massachusetts Student Service Center - 17 workshops

1st Amendment	1
Chapter 467	1
Chapter 622	1
Chapter 766	1
Communicating with Adults	1
Debating Skills	1



(Central continued)

Dissemination Skills	1
Due Process	1
Group Process	1
Health & Physical Education Regs.	1
Organizing Students	1
Proposal Writing	1
Public Speaking & Public Relations	1
Record Regulations	1
Researching Issues	1
Rights of 18-year olds	1
Sexual Harassment	1

4. Western Massachusetts Student Service Center - 26 Workshops

1st Amendment	1
Assertiveness training	1
Chapter 467	1
Chapter 622	1
Chapter 670	1
Chapter 766	1
Communicating with Adults	1
Communications	1
Council Orientation	1
Debating	1
Leadership	4
Listening Skills	1
Parliamentary Rrocedure	1
Proposal Writing	1
Public Speaking	1
Record Regulations	1
Rights of 18-year olds	1
Sexual Harassment	2
Student Service Center Orientation	1
Time Management	1

5. Northeast Student Service Center - 16 workshops

1st Amendment	2
Chapter 467	2
Chapter 766	1
Chapter 622	1
Debating Skills	1
Dissemination Skills	1
Due Process	1
Early Childhood Education	1
Group Process	1
Physical Education Regulations	1
Public Speaking	1
Record Regulations	2
Rights of 18-year Olds	1





6. Southeast Student Service Center - 10

1st Amendment	1
Chapter 467	1
Chapter 622	1
Chapter 766	1
Communications	1
Due Process	1
Record Regulations	1
Rights of 18-year olds	1
Sexual Harassment	1
Time Management	1





